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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Power of Radio

POWER in Chicago on November 19, 1926, lighted the electrical lighting system of the Back Bay section of Boston by radio, just waves of the atmosphere carried the power a thousand miles without wires or anything except the free air. That would have been unthinkable a little while ago. There are 700,000 teachers of 21,000,000 boys and girls in the public schools of the United States today. Every day the teachers have a chance to thrill the 21,000,000 boys and girls with intellectual and moral power to light the lamps of homes and shops, of mills and factories, of offices of doctors and dentists, of lawyers and judges, of other teachers and preachers, of legislators and Congressmen, of Governors and Presidents for half a century.

These twenty-one million boys and girls whom the seven hundred thousand teachers can give power, civic and social, industrial and economic, moral and religious, will be men and women for better or worse in every city and village, on every farm and by every fireside. That Chicago lighting of the Boston streets and buildings is as nothing in comparison with the possible power of the American teachers.

Whether one believes in science or not every one uses the fruits of science joyfully.

Griddle Cakes

A. W. BURR'S article in this issue on "Griddle Cakes" is timely. It is not easy to believe that there is any need of such an article, but we know there is.

We know a lad of five who is almost a prodigy in number work. He revels in mental play with numbers. Ask him to double any small number like four, and he will rattle off 4, 8, 16, 32, 64, 128, 256, 512, 1,024, 2,048, 4,096.

He revels in all sorts of number work. He laughs at the stupid work in the second grade number work.

But he needs more time on his writing and spelling.

His mother asked his teacher if he could not be excused from the arithmetic lesson, and have the time for writing and spelling. To which the teacher replied: "Your child will take what the other children take when they take it."

This was in Massachusetts in October, 1926—"Griddle Cakes."

There is no prog-ress unless we pro-gress.

A Temple of Health

AN INTERNATIONAL temple of health, rising on a Lake Michigan island off Chicago's shore, will be a major unit of the city's centennial exposition in 1933. Nine buildings will comprise the plant. The main structure is to contain an administration hall, with an auditorium for health congresses, and seven wings with departments for surgery, medicine, psychiatry, women, children, orthopedics, and eye, ear, nose and throat treatment.

A museum and a library will stand in front of the main building. Clinical and dental buildings will flank it, and dormitories for physicians and nurses, an isolation ward and a dining hall will complete the scheme. The total cost is estimated at $25,000,000.

Health Heroes

THE fact that 6,800 school children and youth in the leading countries of the world selected Louis Pasteur, the famous French scientist, born in Dole, France, December 27, 1822, who has probably added about twenty years to the lives of about a hundred million children, as the greatest World Hero, is so interesting and important that the Metropolitan Life Insurance Company, of Madison avenue, New York, has issued for children and youth of America a fascinating story of the life and achievements of Louis Pasteur in its series of Health Heroes. The others in the series are: Edward Jenner, Edward Livingston Trudeau, and Walter Reed.

The life of Pasteur is written by Grace T. Halloch and C. E. Turner. It is one of the most thrilling stories we have ever read.

William F. Russell's Responsibility

NO ONE has ever faced greater educational responsibility than does Dean William F. Russell of Teachers College. If any one questions this statement he should read and reread with care Dean James E. Russell's annual report of June 30, 1926, which is by far the bravest battle line of educational advance that has been written by any one in recent times. We reprinted most of it in the issue of November 29. No one should fail to read it.

It could not have meant as much to us as it does but for the fact that we are writing this upon our return from the twenty-eighth annual conference of the Association of American Universities at Northwestern University, Evanston, where under the leadership of Professors V. T. Thayer of Ohio State and John S. P. Tatlock of Harvard there was some frank talk about the young men who are coming to the college and university faculties. There was universal feeling that every young man coming to a college faculty should have definite and adequate professional preparation. There was some expression of opinion about the kind of teaching young college professors indulge in which it would be unwise for an onlooker to report. It would be easy to surmise that every university president and dean at the conference had been reading Dean James E. Russell's annual report, and was giving advice to Dean William F. Russell as he succeeds his father.

Princeton seems to have as much trouble with its theological associates as with its baseball comrades.

A Great School Achievement

CHICAGO has made a remarkable demonstration of public school efficiency. For the first time, so far as we know, a major city has entirely eliminated a serious traditional practice, and eliminated every trace of Hallowe'en viciousness that in the name of mischief has been disgraceful. It has been endured because of the universal assumption that it could not be cured.

To the surprise of the police department and every one else the spirit of lawlessness which has prevailed in most cities from earliest times was wholly absent this year, and the credit is due to the schools.

The headquarters have assumed that there is no limit to the wholesome influence of the schools if the teachers and principals make an adequate campaign in the right way all the time. Several achievements have been placed to the credit of the schools, but nothing as heroic as the reformation of the Hallowe'en mischief until this year. In this crusade there was absolute unanimity and ardent devotion, and the result astonished the principals and teachers. Other magical reforms are proposed, for everyone in Chicago has confidence that the public schools are the greatest civilizing force in the city. This is sure to spread to all cities, large and small, and will give universal confidence in the public service of the public schools.

New York City has launched a corresponding crusade.

A High School Personality

By A. E. WINSHIP

THE withdrawal of the ninth school year from the high school makes it possible for the senior high school to create a personality quite distinct from its traditional conventionality.

The rural schools have established a personality. The utilization of the kindergarten spirit bids fair to give the first three school years a personality. The withdrawal of the seventh and eighth years from the old-time elementary school is sure to give the second three years a genuine educational personality. The junior high school was born with a personality.

The senior high school is liable to be the one "breed" of educational functioning without a personality. If the chief aim of the senior high school is to create and maintain academic aristocracy, personality is impossible. The very fact that it tells the students who chiefly represent its academic aristocracy that they must go to college to get scholarship makes it impossible to have them think that the high school has a distinct personality. No senior high school student can say: "I am a graduate of the senior high school of X——," unless he has graduated from the "Go-farther" course. Otherwise he may say: "I am a graduate of the commercial department," or "the scientific department," or some non-academic aristocratic department of the high school.

California, which has led in many educational and scientific creations, has at least the vista of a vision of a high school personality. The Union High School of California, a creation of its own, has a distinct personality, but it is not a senior high school personality but, rather, a community personality, something unique and invaluable.

Some California senior high school leaders have conceived the idea that it is the mission of the senior high school to round out the qualifications for citizenship. It is practically certain that the vast majority of the youth of the future will have a full senior high school course, and scholastically and educationally equipped citizenship has never before been effected. This being the case, these high school leaders think that whoever completes a high school course, and has the maturity of eighteen years, should be enfranchised. Since the Federal Government has decided that any young man of eighteen, if physically mature and physically equipped, may be drafted for service in the army, it would seem to be logical to conclude that a young man or young woman of eighteen, if intelligently mature and scholastically equipped, should be conscripted for citizenship. Legislative recognition of this responsibility of high schools for the creation of citizens will give high schools a dignity which is sure to ripen in personality.

The conception of the idea of a personality of a high school to provide intelligent citizens at eighteen years of age could not produce from traditional high schools full grown personalities. That requires time and maturity, and the high school people of California are taking the time for the creation and maturity of high school personality.

CALIFORNIA ORGANIZED TO DEVELOP PERSONALITY

Nowhere else in this broad land, never before in the three hundred years of American educational aspiration have the high school principals and teachers organized themselves for a crusade for the development of a high school personality. The high school faculties of California have real devotion to their profession. They have reorganized the old State High School Teachers Association with thirty-four years educational service behind it, and incorporated under the laws of the state as the Society for the Study of Secondary Education, with new aims and definite purposes. For one full year now the Society has issued the California Quarterly of Secondary Education, the like of which, in a creditable way, has never before been launched upon the scholastic sea. So sane and masterful is this new organization and so creditable is its "Quarterly" that every university and college in the state welcomes its creative influence.

Now the vital question is whether or not the California Quarterly shall be America or merely California. The fruit bud has blossomed with a beautiful local corolla with delightful fragrance, and is admired far and wide, but beauty and fragrance never made fruit. Fruit never "sets" unless the pollen from some other blossoms has a neighborly welcome to its own fruit-creating organs, which are neither beautiful nor fragrant.

The whole high school teaching body and many of the college and university professors enjoy the luxury of this Quarterly made by themselves for themselves. It is sure to maintain its personality, and the question now is whether or not this high school personality can be Americanized. If so, it will stabilize the senior high school as a creation that will hold every youth to an earnest student life till he

graduates from the high school. As one who has watched the development of rural school personality, primary school personality, fourth, fifth and sixth school years personality, and junior high school personality, it is a great joy to learn that this Quarterly is welcomed by the leading universities like Harvard and Yale, and is subscribed for all high schools as in Rochester, New York.

The test of high school desire for professional personality will be demonstrated by the extent of the pollination of the faculties of the high schools of the country by influences such as have created the high school personality in California.

Health as a Personal and Community Asset

PROMOTING health has become a big business, an immense business, financially, for individuals, local communities, the nation, and the world.

What the spark plug is to the motor, health is to the human machine, industrially and commercially, domestically and socially, locally and nationally.

What long distance power transmission is to hydro-electric service, health is for the transmission of wisdom and virtue to coming generations. Ten years ago a manufacturer who wanted to use water power had to build his plant where the waterfall was; now mills are built where the labor is, where the raw material is, where the market is, and Montana, with scarcely a factory on its streams, is providing hydro-electric power to factories a thousand miles away.

The promotion of health of mothers and their babies has saved a million lives of little children since the promotion of health became a big business. Among these saved lives will be great men and noble women, leaders civically and socially, industrially and financially, educationally and religiously. There is no possible estimate of the long distance power transmission of wisdom and virtue passed out to the world in the health movement that has saved these million lives. No flight of the imagination can catch a glimpse of what this health movement may mean to the world even one generation from now.

In November, 1926, a hundred thousand dollars was paid for a two-year-old racer in order, through breeding, to pass his speed strain on to colts of the future. Already one racer is worth a million dollars because of the long distance power transmission of his speed strain on to the race track.

Health in the industries alone is an inestimable asset. A state teachers' college keeps a record of every day a student is absent because of ill-health, and when a superintendent applies for a teacher he gets the standing of a student in knowledge of subjects, in rank in professional promise, but if she is absent on account of ill-health several days each month he never employs her. Health has a cash value everywhere.

Insurance companies have never issued a policy to any one whose health is not adequately certified to by its physician whose business is to protect the company from taking a risk that is of doubtful health. Recently a famous university president died, and the alumni are to raise a hundred thousand dollars for his widow because he could never be accepted by any insurance company. He was especially robust and to all appearances would live for years, but he was never healthy enough to pass the examination.

There's no knowing what it costs insurance companies to have risks that were good when the risk was taken, but have not observed the laws of health and die long before they would have died had they known and heeded the laws of health.

The schools are beginning to teach laws of health, and many cities employ a school physician and school nurses, and now there is a highly efficient "Health Education Movement" which has been functioning growthfully for sixteen years and is now a great business using many agencies to educate and inspire homes, churches, clubs and schools to make its health crusade as efficient as business enterprise can make it.

In this connection it is highly significant that when the schools of the world were asked to vote upon the world's greatest hero, and there were twelve prizes of one hundred dollars each for acceptable lists of world heroes, the largest number of votes was for Louis Pasteur, the French chemist, who above all other men promoted the health of the world.

Next in order were Abraham Lincoln, Columbus, Washington, Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Gutenberg, Livingstone and Stephenson.

Belding's Page

A TIME TO LAUGH

A STUDENT point of view was long ago summarized in the saying that there are two kinds of jokes: professors' jokes and good ones.

But whether "professors' jokes" be good or bad, many students are sufficiently adept in teacher psychology to know that it pays well to laugh at that particular variety both loud and often.

In some classrooms—though not, of course, any that you, my readers, know anything about—the students have plotted the teacher's behavior so accurately that they know just how to obtain high marks without the mastery of assigned tasks.

"Laugh at her jokes if you want an A," is the advice sometimes willed by upper classmen to their juniors. In short—the way to influence teacher judgment is through flattery or some other play upon the emotions. The rule works famously in many a classroom; and it applies as truly to teachers m. as to teachers f.

Have you, too, a human weakness which makes your marking not quite fair?

The point is worth a little study.

NOT TOY BANKS BUT REAL ONES

A DEALER in children's playthings was quoted recently to the effect that toy banks are no longer in demand; whereupon the reporter proceeded to bewail the extravagant habits of modern youngsters.

He was a much mistaken scribe.

China dog banks and tin mail boxes have been succeeded in juvenile favor by the locked steel boxes provided by savings institutions—the key resting with the savings institution.

And then—there is the school bank, or the weekly "bank day," to which more and more children bring more and more money each year.

American school children deposited last year no less than $9,000,000 through school saving systems in banks which pay interest and keep money safely. Total holdings of school children today are over $30,000,000.

Extravagance there may be and doubtless is. But there is also an increasing habit of thrift, which the schools have done well to encourage.

TOOLS OF DEMOCRACY

LET us give credit to the soviet government of Russia for its announced intention of launching an intensive effort to spread education. As a preliminary move, the soviets are inaugurating a census, which, if it is ever completed, will be the first in Russian history. The Czar tried to count his people, and found them so fearful of some ulterior motive that he couldn't go on with the project.

Power which rests upon the ignorance of the people is in grave danger at all times. Education and intelligence lead inevitably to the demand for freedom and democracy.

The soviet rulers, being astute men, are probably aware of this, and will endeavor to give a brand of education well suited to keeping their populace where wanted.

But for all that—possession of the three R's is a menace to arbitary power. The rest of the world will be glad that there is at least some prospect these intellectual tools are to be placed in the hands of the Russian masses.

A TRANSPORTATION YARDSTICK

COLLEGES are by no means alike. Even if they were, their effects upon the minds and characters of students would be almost as different as the students themselves. Moreover, any given industry might find college graduates, as a group, ill adapted to its uses, without proving that colleges miss their aim.

Nevertheless, the discovery made by Yale investigators that railroad executives very decidedly and almost with one voice do not value the product of the college, furnishes food for thought. If the railroads find college men lacking in capacity for hard and prolonged effort, egotistical, and more eager to receive promotion than to earn it, these are traits which would be apt to make men undesirable and disappointing in any industry.

If the railroads cannot obtain the trained personnel they need, they will presently establish colleges of their own. But that would solve the problem only as it affects themselves.

OUTER SHELL AND INNER KERNEL

CLOTHES don't make the man, nor handsome and elaborate school buildings the school. But just as the wearing of proper garments adds self-respect and enables one to feel at best, so the fine school edifice may become an incentive to nobler efforts.

The danger lies in throwing the budget out of balance. Taxpayers can see the outward shell of the school so much more clearly than the inner kernel of instruction and student morale, that school authorities are tempted to let construction costs absorb money which should go into hiring more teachers or paying higher salaries.

Auson W. Belding

Associate Editor.

Leisure and the Home

By MRS. A. H. REEVE

President, National Congress of Parents and Teachers

TWO or three years ago the National Education Association appointed a committee to revise the curriculum of the secondary public schools and relate it more closely to life. After long and careful consideration this committee recommended seven points which should be included in any complete course of study, and near the top of the list stands the wise use of leisure, the other six being sound health, worthy home membership, the use of the tools and technique of learning, vocational effectiveness, useful citizenship and ethical character. A somewhat heavy program this, to be assumed by the teachers of Young America, but one which they are sturdily endeavoring to shoulder because they know that education does indeed consist of all these projects and their processes.

It has been said that a city presents to its visitors as many faces as they in turn bring to it; an architect sees the buildings and monuments; an artist the color and composition, the lights and shadows; a merchant the shops and warehouses; and the manufacturers the furnaces and chimney stacks of its factories. It is perhaps equally true that among the observers and students of matters educational, the teacher sees the child in its relation to the school and all the phases of its training as functions of the classroom, ignoring the fact that education begins at birth, continues until death—whether we are good students or bad—and is carried on as actively, and sometimes quite as effectually, in home and in community as within the gates of learning.

If, then, this wise use of leisure is a matter of education, and if education, as the wise of this world admit, has done its best or its worst in the pre-school years, must we not agree that recreation, like health, mental and physical, must begin with the parents? Children need to be taught how to play, but parents must be taught to play, for upon the home rests the first and therefore the heaviest responsibility for the wise use of leisure. The home needs education on recreation—not to have some one else assume the burden it has shifted. Adults should recognize leisure not as an opportunity for golf or bridge, but as a part of life, of education to be studied and administered as carefully as to the time and energy expended on it as any other item of our efficiency budget. Leisure is a habit of mind; like rest, it should be a change of occupation.

But—comes the cry—if you thus analyze and organize our leisure, you will in the end paralyze and devitalize it until it ceases to be leisure at all and becomes merely another share of work.

The scientists tell us that if we gave conscious adult thought to every action which through training has become automatic, we should all be nervous wrecks and possibly worse at an appallingly early age. When we learned to walk, to ascend and descend steps, to safely negotiate the serious distance between plate and mouth with a dangerous implement, each separate movement was a matter for grave consideration, as anyone knows who has watched a baby at work throughout its first two years or more; but now we hasten to our destination, dodge traffic or impending danger, eat our meals creditably while discussing affairs of individual or state or national import, and manipulate a typewriter or indulge in active sports without a conscious thought of the thousands of brain or nerve impulses which go to make up our actions. The major and minor courtesies of life are exchanged with no hourly consideration of social relationships, and we accept and are governed by certain standards as to clothing, hygiene, business and education, by which establishment of automatically observed regulations, civic and social honor are maintained and the otherwise fatal friction of life is reduced to a minimum.

Is it too much to hope that by the co-operation of all the forces involved—home, school and community—the wise use of leisure may become largely automatic, to the point at which as now on health and education and society, the trans-

> **"The disease attacking adults today is not so much hardening of the arteries as hardening of the sympathies. What kind of patterns are being set before this much maligned, because much misguided, younger generation?**
>
> **"Who edit, publish and distribute the sex magazines, produce and exhibit and largely maintain the destructive variety of motion pictures, run the roadhouses, shatter the eighteenth amendment and the traffic laws, and then decry the lawlessness of the youth of to-day? The adult."**

gressor shall be the example of the unfit who shall not survive, the object of censure from public opinion as is now the wilfully unclean, uneducated and uncouth.

A negative attitude is too largely responsible for the majority of our problems.

When meal time comes, we do not say to our children: "Run away somewhere now and eat whatever you find lying about," and if we do, we are condemned as ignorant or inefficient parents, "cases" for social reform. When school age is attained, we do not advise the prospective student to run along and learn something which appeals to him wherever opportunity offers; or if we do, there is a trained and business-like somebody in the offing who promptly straightens out the mistaken idea we have implanted in the youthful mind. But when leisure hours come we—in the mass—say cheerfully—or otherwise—"Run along now and play," and concern ourselves little as to where our children run to—whether it be to the street playground with its menace of traffic, the vacant lot with its often vicious companionships, the road house or the promiscuous movie or the news stand.

But the demon lurking in indiscriminate leisure is of the kind which comes not out save by prayer and fasting—not the prayer which with uplifted eyes and worrying of hands laments that our children are not as we were, but that prayer which is synonymous with labor, with definite, intelligent effort to bring about that for which we pray; the fasting, not from certain luxuries of food and drink, but from the slothfulness and self-indulgence which makes us find it easier to hand out a dollar and murmur weakly: "Now don't stay out too late," than to plan and carry out counter attractions to those which we deplore.

When a horse has run away, it cannot be checked by feeble jerks upon the lines. When once it has felt its liberty, even a curb bit suddenly tightened is not always effective and sometimes the reins break.

The disease attacking adults today is not so much hardening of the arteries as hardening of the sympathies.

What kind of patterns are being set before this much maligned, because much misguided, younger generation?

Who edit, publish and distribute the sex magazines, produce and exhibit—and largely maintain—the destructive variety of motion picture, run the roadhouses, shatter the eighteenth amendment and the traffic laws, and then decry the lawlessness of the youth of today? The adult. The parents of today love their children, are breaking their necks to do what they think is right for them, but they do not know, and "ignorance is always powerless."

The topic for discussion is Leisure—and the Home. There does not seem to be any such combination any more.

Life has moved away from the fireside and we cannot bring it back by sitting wailing by the cold ashes on the hearth stone. The problem must have some other solution. There are certain grave diseases which cannot be negatively treated in our social system today, and I know of no group of people in a better position to take the cases than the Playground and Recreation Association of America, with the co-operation of one or two specialists for certain particularly aggravated symptoms. We are suffering from an excess of impressions.

The first and perhaps the most dangerous because the most insidious disease is the epidemic of rotten—there is no nicer word—literature which floods our streets and shops, and to which women and high school boys and girls are the worse subjects. This disease breaks out not in a healthy and relieving rash, but in sores which seldom heal. And we the great American people sit helplessly down and admit that the case is hopeless. Why are we so powerless to stop that which we know is responsible for more social ills today than any other one or two causes? We have fought and conquered almost every physical germ which wars against humanity, but in the face of this moral leprosy we shake our heads sadly—and give up the fight. That there is no remedy I cannot bring myself to believe. What is needed is united public action, and if there is no law to cover the case, let us make a law which will save our children from this hideous infection.

Let me say again, the wise use of leisure should be a habit of mind—not a round of golf or a bridge party.

Life has taken such a stranglehold upon many of us. I wonder if many of you have looked out over a sea of faces of the average people—not the very poor—they live so close to the tragedy of life that they respond quickly to its farcical comedy if they respond at all. And not the very rich who must work so hard for their amusement because the springs of joy have dried up in them—but that great horde of everyday humanity in whose lives there are only occasional splashes of color to relieve the drabness of office and mill and general housework. What strikes you most keenly as you face such a group? It is the loss of the spirit of youth—the acceptance of life as labor, the consciousness that for them the age of adventure is past—there is no "kingdom 'round the corner" any more. In becoming men and women they have put away childish things—they have buried deep the eternal boy

and girl in their own souls—have climbed, sometimes reluctantly, upon the shelf and are looking—sometimes dully, sometimes wistfully, sometimes even contemptuously—upon youth as it passes by. Those are they who go to the movies and sit in the darkness, mute and inexpressive, absorbing a brief hour of romance and then going out, tense or feebly chuckling, to cook the supper and put the children to bed and wonder with a smouldering resentment that their homes are so little like the pictures in whose fidelity to life they believe with child-like simplicity.

And sometimes they are given the opportunity to play. It is pathetic to see the slow eagerness with which they venture into the magic circle, the gradual breaking up of the mental adhesions of many years and finally the reckless abandon with which they fling themselves with the glorious fooling, and shriek and clutch and gambol awkwardly in brief forgetfulness of old inhibitions.

And then they go away into their own homes, and the habits of a lifetime assert themselves, and all that remains is a fading sense of glory like a dim sunset, and a half-shamed remembrance of their carnival.

It is to these homes, in city, in village, in open country, that the message of the play spirit must be carried to drive out the diseases of our hurrying, matter-of-fact, making-both-ends-meet existence.

When the nation shall have been made a vast playground then will health—mental, moral and physical—be achieved. But this is a task which calls for our best, our highest endeavor, for "gardens are not made by saying: 'Oh, how beautiful!' and sitting in the shade."

Now I'm a Crusader

By STRICKLAND GILLILAN

MY MOTHER didn't raise her boy to be a crusader. "Never," I used to think, "will I be a crusader."

"I may become a drunkard, a Bolshevist, a disciple of Cole Blease, a single taxer, a mah jongg player, a believer that Dr. Cook discovered the pole, but never," I believed, "should I become a crusader for or against anything; an antagonist or a protagonist, any sort of ite, ist or arian."

But it all goes to show a feller can't tell.

I'm drove to it, my men.

I had been patient when people said things were ex-SQUIZ-zit, which they ain't no such word.

Purist that I am I had been able to refrain from mayhem in the presence of those who said cupa-lo instead of cupola, and had even been non-homicidal when people spoke of things being ob-LIG-atory, which they also ain't no such word.

I had known, of course, people who called a tarpaulin a tar-poleon, and one man I used to meet now and then called a compromise a compromise. But these were freaks.

In my early life I used to see the word Arctic. Note carefully there is a "c" in that word. It is a hard "c"—maybe because the sea all around the Arctic region is that way. The word comes from the Greek Arktos, meaning, I am told (though I won't be fussy and insist), a bear.

I began calling that word Arc-tic. I gave the hard "c" a chance. It was in the word, and there was no indication that it was silent. Of course the Ancient Mariner said:—

> "We were the first that ever burst
> Into that silent sea."

But he was not referring to the "c" in Arctic. That "c" is there, and for a purpose. I believed it then, I have investigated since, and I find it is right. All same k.

But do you ever hear anybody call that word anything but "Artic"? People don't wear arctics—no; they wear "artics"! People who have bank accounts and brush their teeth and eat pie with a fork, and keep one hand in their lap while so doing; people who go to church, who teach in colleges, who are kind to the other members of their families, who do not use perfume, who do not say "It's a small world after all," who get off the 'bus facing forward, who noiselessly inhale their soup from the side of the spoon, who let you talk instead of talking to you—people with all the other fine qualities in the world, call it "artic."

Why? Why? Why do they call it "artic"? Why not arctic? Didn't they know the "c" was there? Who told them it was silent? Do they talk entirely by ear? Never shall I rest till I learn why they do it, or stop them; one or the other. I am a crusader right alongside the guys who belong to the Society To Prevent Calling Pullman Porters George, and I am in it to the death.

It is Arc-tic, b'gosh! Arc spells arc, and it must be permitted to spell it everywhere it appears.

Altogether, now—ARC (long pause) TIC.

Christmas

By RAYMOND E. MANCHESTER

Kent, Ohio

WHEN the first snow is brought down by November winds there comes with it the first message from Santa Claus. Invisible, inaudible, yet the message reaches us. Children, with noses flattened against the windows, dance with glee, Mother looks at the calendar and Daddy smiles over some secret known only to himself and the toy-shop keeper. Grandmother speeds her knitting needles, big Brother looks at five-pound boxes of candy, John remembers to fill the wood-box, Sister invents mysterious sewing projects that Mother is not allowed to see, Grandpa finds work in the cellar and four-year-old Willie starts looking up the chimney hole.

As the north wind gets stronger and the snow increases, more messages come and because of them wonderful things happen. The society lady finds her eyes are open and she has pity for the poor woman who scrubs the floor. The busy business man discovers that human beings rather than automatic machines have been working for him. The children find wreaths for the windows and beautiful poems to memorize. The postman smiles as his pack grows heavier and the horse of the expressman seems happy as he plods along. Mother and Grandmother scurry about, closet shelves become forbidden ground, and cakes and plum puddings fill the cupboards.

Then, as the great day draws nigh, miracles come to pass. Anger, envy and pride give place to patience, appreciation and a humble spirit. Love comes back into the heart, homes become united through co-operation, eyes twinkle with kindness and faces beam in the crowds.

And on the last night the children, with beautiful faces, are radiant with faith as they kneel by their beds and pray: "God bless everybody tonight 'cause it's Christmas. And bless Santa Claus too." With good-night kisses they are in their beds and sleeping with dreams of wonderful gifts. Parents brush a few stray tears aside to hurry the preparation for the honored guest, and they, too, pray for the faith that makes Santa Claus a reality.

It is Christmas, and the glory of God is manifest in the world of men. There is love, hope, charity and faith where once were hate, despair, selfishness and doubt. Each and everyone expresses the invisible, inaudible message when he says: "My brother, share with me." While the children express the great truth in a child's way by saying: "Santa Claus came," we of more years express it in our way when we say: "Merry Christmas."

After-Careers of Probationary Students

THOSE who know Olive M. Jones only in her activities in New York City and New York State crowned with her great Washington meeting of the National Education Association in 1924 can have no appreciation of her noble professional and civic achievement as principal of the Probationary Public School 120, New York City. Our interest in Miss Jones dates from a day eighteen years ago when Julia Richman took me to School 120, which she characterized as a school which was accomplishing miracles for delinquent boys. I was making a study of wayward and delinquent boys. I had written a series of ten articles on Boy Problems which led to my being characterized for a time as "The Boy's Winship." Public School 120 as I saw it with Miss Richman was the first satisfactory public school demonstration of satisfactory success that I had seen anywhere. This led me to have a campaign of two weeks in Boston with Judge Ben B. Lindsey of Denver, John Gunckle of Toledo, Bert Hall of Milwaukee, Julia Richman and Olive M. Jones. There were twelve mass meetings in Boston, and mass meetings in twelve other cities in Massachusetts, Rhode Island and New Hampshire. It was probably the most satisfactory sample of public service I have ever rendered. This detour is necessary to account for my intense interest in the study early in 1926 of the "After-Career of Pupils of Probationary School 120, of Boys in the School in 1919-20," by the Bureau of Social Research, 114 Fifth avenue, New York.

All available sources were utilized in an effort to secure as complete information as possible pertaining to the life of the boy in school, at home and in the community at large. The school record cards and all available school case histories were carefully analyzed to determine the progress of these boys during their school attendance. Conferences were held with the principal and teachers of the school to ascertain the personality or behavior characteristics of the boys. Investigators read the case histories of all social agencies to whom the pupils of Public School 120 or the families of these boys were known.

This is the report of boys out of School 120 for five years, 1919-20 to April, 1926: Nineteen boys own their own business and average twenty years of age now. Forty-five are skilled workmen averaging earnings $32 a week and average twenty years of age. Forty-four are semi-skilled workmen, average earning $28 a week, and average age is eighteen years. Twenty-nine are unskilled workers, average $19 a week, average age nineteen years.

Here is a report of 140 boys who were sent to Public School 120 because they were wayward or worse. Among the charges of the boys who were in this school five years before were: Pugnacity 40, gambling 37, cheating 27, destructiveness 19, violent temper 13, incorrigibility 8, rowdyism 10, gangster 9, sex delinquency 3.

This report of the Probationary School would be an admirable showing for ordinary boys in public schools.

Always Christmas

By WILBUR D. NESBIT

Used to think that Christmas was nothin' but a day
To get a lot o' presents an' give a lot away.
Shouted "Merry Christmas" an' helped to trim the tree—
Just a day o' Christmas was all that I could see.
Since I found that Christmas is more than any day,
Christmas came to our house— an' never went away.

Struck of a sudden that friendliness an' cheer
Was meant to be on duty more than one day in the year.
If we're happy Christmas, why not the day before,
An' the day that follows, an' so on, evermore?
Got to thinkin' of it—an' that is why I say,
Christmas came to our house— an' never went away.

Lots of us go ploddin' along the road o' life
An' think one day of gladness will make up for all the strife;
But the Christmas spirit can show you how you need
To make each day a Christmas in thought an' word an' deed.
Used to pack the kindness in camphor balls next day,
Till Christmas came to our house—an' never went away.

We just keep on givin' to strangers and to kin
An' find that what is goin' out is always comin' in;
Makes the sunshine brighter where we've got to live
To learn that givin's keepin'; what you have you give.
Holly in December, violets in May—
And Christmas came to our house—an' never went away.

Used to think that Christmas was nothin' but a date,
Till I learned that truly you would never have to wait;
But that it's the spirit that never stays apart
If you let it find you, an' keep it in your heart.
Since I found that Christmas is more than just a day
Christmas came to our house— an' never went away.

—Colorado School Journal.

How to Make Friends with the Far East

By LUCIA AMES MEAD

AMERICANS have what Emerson called "the telescopic appreciation of distant gain." While this is true so far as investments are concerned, it is quite the reverse as regards those gains in social and human relations, even more to be prized. Such appreciation requires imagination, time to think, the exercise of sympathy and a philosophy which counts nothing human, foreign. This combination is difficult to attain in a land of "hard-boiled" business men rushing from their breakfasts through crowded subways and shooting up into fifty-second story offices.

Here in our midst we have fourteen thousand future leaders of other lands, keen-eyed students, eight thousand of whom are in colleges or universities. These are "chiels amang us takin' notes," and going back to South America, Japan, China, India and other lands to tell their people whether we are to be friendly or aloof and menacing; whether democracy has succeeded; whether our Christianity means anything, and certainly that we are the most lawless and homicidal of great nations. About 1,500 of these students are women. Few of all the 14,000 see the inside of American homes as guests. Their life is circumscribed by dormitory, laboratory and classroom, varied occasionally by a Y. M. C. A. entertainment, or a Cosmopolitan club meeting and glimpses, on the other hand, of some of the lower phases of life which leave them disappointed and cynical. A close observer from Japan in this country remarked: "I can readily name twenty-six Japanese who intended to become ministers and entered theological seminaries, but later changed their minds and entered education or business or official service." An American, writing of students from India in this country, declares: "Indians are shocked by the sin they see here. From their contact with missionaries and other in India, they get the idea that America is clean and pure and holy. When they discover that this is not so, a revulsion of feeling comes over them."

A recent book on "The Foreign Student in America," issued by the Association press, reveals valuable facts regarding these young people who are to be the future leaders of vast masses of the human race. Of these there are none more important for Americans to understand than the brainy youths from China and Japan who are to be the professional men, the leaders in finance and science among 340,000,000 in China and 80,000,000 in Japan.

If there is anything which Americans of foresight should be studying today, it is the temper of mind which Caucasians are creating among the vast masses of those who face us on the Pacific. The Hawaiian conference made a good beginning, but as yet its influence has not gone far. We are throwing away golden opportunities when we pass by on the other side and offer no hand-shake to these modest, reserved, industrious youths who would welcome as the most important part of their contact with America opportunity to break bread at a private table, after years at a boarding house table or restaurant, and to see how American women and children live. Sympathy, personal interest and good will given now may largely shape the attitude of mind of the future diplomats and editors who are observing us and whose attitude may profoundly affect world history. Misunderstanding is the root of wars.

The International House in New York on Riverside Drive nearly opposite Grant's tomb, a gift of John D. Rockefeller, Jr., has been a great boon to a thousand students, about one-third of whom are women. Here representatives of Brahminism, Buddhism, Confucianism with every branch of the Hebrew and Christian faith become acquainted. But this student life is somewhat hectic and bewildering and in no way takes the place of older people in Christian American homes. Many a student returns with an ill-digested philosophy of life, and, like the ardent Chinese students in China, who are urging extreme measures against foreigners, with more zeal than discretion and with more patriotism than statesmanship.

Among those who have extended hands of friendship to these foreign guests, none have been more active than Dr. John R. Mott and the far-sighted men and women who have worked on the committee of the Christian Associations in the "Committee on Friendly Relations among Foreign Students." Uniting with themselves various mission boards and student bodies, they are carrying through their office at 847 Madison avenue, New York, world-wide correspondence with students who plan to come to America and are giving practical aid after their arrival.

"No waste is so wicked as the waste of a child's life."—Joseph Fort Newton.

Griddle Cakes for All, or None

By A. W. BURR
Beloit College, Wisconsin

I ONCE asked the matron of a boarding school why we couldn't have griddle cakes for breakfast once in a while. She replied: "No; it is impossible. I can't cook enough for all at once." When I suggested that one or two tables might have cakes one morning, and other tables another morning, a shake of the head closed the matter.

Sometimes I think that our school systems are run much as was that boarding school kitchen. It is a new method in every classroom, or no new method in any.

A Superintendent decides it shall be griddle cakes for all, and with much flurry and overturning puts on, "Supervised Study," "Intelligence Tests," "Measurements and Standardization," "Socialized Recitations," "The Project Method," and now "The Contract Method." It leaves no option with teachers or studies. It may be a gain in some classrooms, a loss in others. It mechanizes the teachers and the pupils.

The heads of most schools, however, after looking on for a time, conclude with the matron, "It is impossible," and continue in the old tried way in all the classrooms, and the monotony of uniformity and routine dulls teacher and pupil.

Schools are not factories; teachers are not machines; children are not wood, iron, or cotton to be made into useful products. A school is made up of human beings, with a diversity of interests, with the gifts and aptitudes of human beings, and methods imposed from above check interest and initiative, and are bad misfits with some teachers, some studies, and many pupils.

Why not have cakes for one table and something else for another?

If the principal concludes that some change of method or end is desirable, he might ask two teachers if they are willing to try out the change with a couple of their classes for a semester or year, and follow up with them the experiment.

If a teacher wants to try a new way, if the principal thinks well of it, he might say: "Yes, if you will get another teacher to try it with you and will report on it once a month."

The advantages of such partial introduction of new methods and ends over a general imposition of them are many.

The new method has not at the outset to meet the criticism, opposition and half-hearted trial of those who fear to make any change, or don't want to do so. Teachers as well as pupils have a natural objection to new tasks imposed by those in authority.

The method has the advantage of a trial by its friend, and a perfecting of detail and adaptation before a larger use.

If the method is a gain, its success becomes a challenge to other teachers to try it rather than to oppose it as untried. It awakens initiative, the best quality of a teacher. The new method goes by contagion.

It gives teacher and principal, and teacher with teacher a comradeship in the teaching problem, the interest in it of experiment. It may come out that teachers will do better and pupils will have more interest, and will some day make better teachers themselves, if several good methods instead of one are in use in a school, and teachers are known and valued by their individual methods.

It certainly is true that a new or old, desirable method will have ten times the chance of a trial if it is not a wholesale trial at first, and at the same time less will be said about "the epidemic fads in the teaching profession."

Civic Service in Christmas Mail

[Every principal is looking for some natural outlet for the civic teaching required in all the schools, and the opportunity of combining penmanship, geography, and civics with a big government service like the Post Office appeals to children. Chicago teachers in co-operation with Postmaster Arthur C. Lueder outlined the following program of special instructions with reference to Christmas mailing.—Editors.]

NO 1. Community service being the principal purpose of public schools supported by the taxes of all the people, the managers of schools desire their civic teaching to fructify in results. Here is an opportunity to apply it.

No. 2. The waste of the people's money through careless use of the mails, poor wrapping, bad addressing, insufficient postage, and failure to add name and address of sender, amounts to over a million dollars a year in Chicago alone. This is due to failure to use brains. Schools are to train the use of them.

No. 3. The following civic lessons, related to penmanship, manual training, and social studies, are the results of your previous experiments in this line.

No. 4. Please organize this work in accordance with your ideas of greatest value and as adapted to different grades.

No. 5. One copy for each teacher is enclosed.

No. 6. These suggestions obtained from principals and teachers are recommended.

No. 7. Teach the tying of square knots, packages tied with "granny" notes come untied. Teach judgment of what is sufficient strength of string to give a proper "margin of safety."

No. 8. Teach proper place of address, and of sender's name and address, including city.

No. 9. Teach proper amount of postage and how, if without letter scales, to get information.

No. 10. Teach position of postage.

No. 11. Christmas rush. Note that the dates given for dispatch of parcels to European countries are somewhat earlier than the dates given for dispatch of first-class mail. They are based upon the sailing of steamers and mark the final day of mailing by which mail will reach those countries before Christmas. Conditions in those countries will determine delivery.

The dates recommended for delivery before Christmas in this country refer to parcel post only and mark the line of safety, but are not necessarily final. Mail deposited at a later date may be delivered if conditions are favorable, but it must be remembered that there will be no carrier delivery on Christmas Day. The Post Office Department recommends that Christmas gifts and cards addressed to points within one day's travel should be mailed on or before December 20; within two days' travel on or before December 18; within three days' travel on or before December 16; for more distant points on or before December 14. Parcels and cards for local delivery should be mailed on or before December 21.

Parcels and envelopes may be endorsed "Please do not open until Christmas."

No. 12. The school not only trains its own children but educates the entire community. Provide that children inform their parents on these matters and report the results of such service.

No. 13. Follow up. A letter on this size paper suitable for binding, sent to the superintendent of schools, December 24, recounting

Number of lessons given.

Number of pupils instructed.

Number of homes reported as having been reminded by the children.

Any additional information desired will be greatly appreciated.

No. 14. Previous record. You have saved the country many dollars by your previous teaching in this field, you have caused Chicago to be cited as an example to all America, you have enabled children to realize that they are valuable citizens, a part of the government by the people.

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Personal and Professional

CHARL ORMOND WILLIAMS, field secretary of the National Education Association, has had a field trip of seven weeks, visiting Missouri, Illinois, Wisconsin, Michigan, Minnesota, Iowa, Indiana, Ohio, and Pennsylvania. She visited the headquarters of the State Teachers' Associations and other school people promoting the interest of the legislative program of the National Education Association. She spent the first five days of the trip attending the meeting of the Board of Managers of the National Congress of Parents and Teachers of which she is chairman of the committee on school education of the national organization. She attended the annual convention of the American Federation of Labor, the Northeastern Minnesota Education Association and the Western Pennsylvania Teachers Association. While on the trip she had important conferences with Dr. Francis G. Blair, president of the National Education Association, and Dr. William M. Davidson, chairman of the Legislative Commission of the N. E. A.

—

SHELDON EMMOR DAVIS, Ph.D., president, State Normal College, Dillon, Montana, has made a delightful contribution to professional literature in "Self-Improvement, a Study of Criticism for Teachers" (Macmillan), a book full of dynamic sentences which make the unexhilarating level of traditional pedagogic commonplace impossible.

Here is a suggestion of the way Dr. Davis makes one vexed that he could not have drawn the picture himself without being prodded to it. "Over-learning seldom brings forth specific remonstrance; a fairly large per cent. of pupils comfortably make the same response which they have made weeks or even years before. There is the unanalyzed satisfaction of doing the right thing without effort. The teacher is asking questions, pupils are answering pleasantly; neither teacher nor pupils may discover that the questions are not worth answering because their content is trivial or too oft reiterated."

Here is another: "The older spelling books contained, say ten thousand words, many of them unusual and of no spelling value to more than one hundreth part of those who studied them. More recent books contain about three thousand words of possible practical consequence to nearly every one. The small group who have always been good in spelling are probably as good spellers under the new regime as they would have been under the old, but have they not lost a great deal of opportunity for vocabulary study by not having these interesting, little-used words to play with in their active minds?"

We have never seen more commonsense in type than when Dr. Davis tells supervisors to appreciate the hypersensitive tension of many beginning teachers; his suggestion to beginning teachers to avoid a disciplinary attitude based on "The soul that sinneth it shall die."

The real joy of this book is the way Dr. Davis talks to the critics of the schools. Here is a sample: "Amusement, culture, diversion, and society take the time of the well-to-do. Their children are given more money than they ought to have, and a wealth of high-priced playthings from kiddie-cars to automobiles. The one thing parents do not give them is personal example and association."

—

RICHARD K. PIEZ of the Oswego State Normal and Training School, is one of the inspiring professional leaders in teacher training. The Oswego School, as we have often said, has maintained the spirit of its great founder through various administrations, and today there is a spirit of professional devotion which has all the thrill of the crusaders.

—

TRISTRAM WALKER METCALFE, educational editor of the New York World, is certainly the best informed man on all details of the functioning of the greatest school system of the world that any one has ever been. To know every feature of the mechanical materialistic feature of the system from saving dimes to spending millions, is as automatic thinking as to appreciate the rights of children and the wrongs of teachers.

Helen Wills' familiarity with tennis is no more reliable than is Metcalfe's knowledge of school finance and professional psychology. He is the only man in America who has been the masterful educational editor of great daily papers for a quarter of a century. What Arthur Brisbane is in world affairs yesterday, today and forever, Tristram Walker Metcalfe is to all relations of parents and teachers, supervision and specialization, of boys and girls in school and out from a-b-c to x-y-z.

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MINOR H. PADDOCK died suddenly in Providence in October, at the age of eighty-one. He retired as a teacher in the Technical High School of Providence this summer after a teaching experience of sixty years. In the thirty-two years in the Technical High School of Providence he was absent from his class but two days, and since retiring in June was in the best of health until a few days before he died. His specialty was mineralogy. He was the author of several books on that subject, and wrote many articles for the Journal of Education on "Minerals in Public Schools."

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

How We May Have "Peace on Earth"

ONE thousand nine hundred and twenty-six years ago a babe was born in Bethlehem. All of you know the sacred story and all of you rejoice at the goodness of God, who so loved the race of man that He sent among it His Beloved Son. In addition to being a great religious fact, the birth of the Christ is of tremendous historical importance, and it is to that side of the great event that I wish to draw your attention for a few moments.

Whenever a child is born an idea is born also. It may be a commonplace idea, or it may be one of great importance. The idea sums up the life work of the individual.

In the case of Christ the idea born with the babe in Bethlehem was so different from the accepted ideas of that time that it necessarily came into conflict with them, beginning a bitter struggle for supremacy that has lasted nearly two thousand years.

The first Christmas morning found the world roughly divided into two great classes, those who ruled and those who served. Except in small areas the idea of public rule such as we know it was unheard of. The people everywhere groaned under the lash of the slave-driver. Wars raged, men and women fell victims to the sword; starvation slowly tortured thousands to death, while pestilence stalked everywhere that men came together. Life was a very difficult and very sorrowful thing for the vast majority of persons. Then a great idea was born with Christ. Into this world of selfishness and bloodshed streamed one great ray of heavenly light; "Love thy neighbor as thyself," was the way Christ put it into words.

For nearly two thousand years now this splendid idea has been playing back and forth over the hearts of men. Under its radiance men and women have grown kinder, more generous, more public-spirited. Wherever a person does a noble, unselfish deed he shows forth the real spirit of the Christ and flashes on into other hearts the message of the new idea.

So, on Christmas morning, let us think of this new idea, this "Love thy neighbor as thyself," idea, as being born with the Holy Babe, and let us ask ourselves whether or not we belong to the old order in which every man thinks only of himself, or the new order in which every man thinks also of his neighbor.

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Cactus Plants

MY CHRISTMAS cactus is just bursting into scarlet flowers. From the very tip of each fat leaf a rosy bud is making acquaintance of the world. Who would ever dream that such beautiful thoughts lay hidden under the homely old skin of the cactus plant. Yesterday as I fed the roots a few drops of water this thought came to me.

Behind the little plant in my window stretches away a million years of other cactus plants. Each one has lived a hard life out on the face of the desert, where the wind blows and the sand drifts, and the sun pours down a merciless heat, and where only now and then the thunder claps its dark wings, and the rain drifts down to thirsty lips. To live in such a place one must be a strong and self-reliant warrior, capable of enduring heat and thirst and wind and driving sands, and one must wear armor against a thousand foes. But to live in such a place and keep the love of beauty in one's heart, that is the rare virtue of the little cactus plant; for neither heat nor wind nor sand has robbed it of its power to put forth delicate scarlet blossoms of rare sweetness and beautiful design.

And so it is with us. One must be a warrior to live a useful life upon the surface of this hard, old earth. Winds of evil blow about us; evil deeds, like sand, drift by us day and night; the hot, merciless sun of our daily work beats down upon us and gentle rain falls only when some one shows forth an act of love. He who endures it all in patience, does his allotted task and thus gladdens the earth around him with the fragrance and beauty of spiritual flowers turns a harsh desert into the abiding place of God.

The Three Lessons

THERE was once a rich man who had lost all joy in life. In his despair he went to a wise man, who was neither a physician nor a lawyer, but merely a humble soul who had found joy wherever his feet carried him. "I have come to you," said the rich man, "to ask your help. I have lost all joy in life. My money is like sawdust. My fellow men shun me, and I wish to die, and yet," he went on, "I fear to die, for I have not lived justly. I have

not loved my neighbor, and I have not spent my money, and it lies piled in huge sacks either for evil or for good. If you can give me back the joy of life half of all I have is yours." The wise man smiled. "I can cure you," he said simply, "but you must do exactly as I say." "It is a bargain," said the rich man. "If I fail you once I shall give my entire fortune to some charitable cause." "Come to me," said the wise man, "every morning at seven o'clock for orders. As for today, go out into the highway and play with the first boy you meet." "But,—" cried the rich man. "No buts," said the wise man, "do as I tell you." Now it happened that the first boy the rich man met was the same boy he had just chased away from his apple trees. Of course the boy ran off as fast as he could. He did not know that the rich man wanted to play with him. The faster the rich man ran after him the faster the boy fled until at last the rich man sat down panting on a stone wall. "Did you play with the first boy you met?" said the wise man next morning. "Yes," said the rich man. "We ran a great race, but he was too swift for me." "I understand," said the wise man. "However, you must play with that boy. Ride around to his house and invite him and his playmates to a lawn party." "But they will ruin my trees," said the rich man. "They will do them no harm," said the wise man, "and they will do your soul a great deal of good." So the next day the rich man stood at his gate and welcomed the boys as they entered. Three hours later he watched them file out again. Each had all the apples he could carry, and for the first time in two years the rich man had a smile on his careworn face. "He's a good scout after all," said one boy. "It's hard to understand some people," said another. "He asked me about my father," said another. "He's going to get me a job for the summer," said another. As for the rich man, well, he sat under his apple tree and smiled. "There's something contagious about boys," he said to himself. "I must see the little rascals quite often from now on."

The Three Lessons

Part Two.

EARLY the next morning the rich man was at the wise man's door. "Aha!" cried the wise man. "I see you are here, therefore I know you have found again some of the joy of life that you had lost. Now turn right around and seek out some poor, miserable wretch who has lost all joy in life because of the hardness of his lot. Before night give him cause to grasp your hand and pray God for your well-being." "I have never done that sort of thing," said the rich man, "but I shall try." Now it happened that the rich man was scarcely out of sight of the wise man's house when he saw an old woman sitting on a porch with her face in both hands weeping bitterly. "My good woman," said the rich man, "why do you weep?" The old woman looked long and hard at the rich man, and said: "Today I am being moved into the street, for I cannot pay my rent." "And who is moving you into the street?" asked the rich man. "He who holds the mortgage on my house. His name is there in red letters," said the old lady as she took a paper out of her waist. With a sinking heart the rich man opened the paper and glanced at it. As he feared, his own name was written in red ink. "I know nothing of this," said the rich man, "for my secretary handles all such matters for me. However, be of good cheer, for this moment I cancel this paper. The house is yours forever. Now tell me about yourself, for I have a mind to assist you further." When the old lady had finished her tale the rich man dabbed his eyes with his handkerchief, and said: "I never knew before there was so much misery in the world. What little I can do shall be done, not only for you but for others like you." "God bless you," said the old lady. "I have always heard of you as a hard man, but I see now that the world has misjudged you cruelly." "Not so, not so," said the rich man. "It is I who have misjudged the world, thinking its treasures were of gold and silver, when in reality they are of flesh and blood." That night the rich man and his secretary labored long and hard. "A third of all my wealth," said the rich man, "shall go to relieve distress and you shall be my servant in this matter, for since through you I have worked suffering it is fit that through you I should also do deeds of mercy."

The Three Lessons

Part Three.

IT WAS nine o'clock the next day before the rich man knocked on the wise man's door. "Aha!" cried the wise man. "I see you have been lying awake. Your eyes are dull and you seem tired." "Very tired indeed," said the rich man, "but not in body. You set me a hard task, my good friend, but I have managed it. Last evening an old lady took my hand, and said: 'God bless you,' just as you ordered that she should." "Well done," cried the wise man. "You are now ready for the third lesson. Give me every cent you have about you; now your check book. That's right. Here is twenty-five dollars back. That is all the money you are to have for two weeks. Go to a city where

you are not known, and, without influence of any kind, find a job and work at it. At the end of two weeks I shall be waiting for you." The rich man was dazed by the order, but the same strength of character that had made him a rich man made him, also, determined to see the lessons through. Without saying a word he took the twenty-five dollars and went out. Two weeks later he came back. He was haggard and careworn. His face was unshaven and his eyes seemed filled with great weariness. "It has been a dreadful two weeks," he said. "I could find no work. Nobody wants an old man around. I tramped the streets until my feet were blistered, then at last, just as I had spent my last dollar, I was given a job running an elevator. My good friend, you have taught me a great lesson. I shall never forget it. Tomorrow morning I shall go back to my own factories and set things right. Now I know that the men who work for me have feet that blister, hands that tire, stomachs that get hungry, hearts that are sad and lives that are not too full of sunshine and joy." As he spoke the rich man seized the wise man's hand and wrung it, as he said: "It is not too late yet to undo many things I have done. I shall make my men partners in business with me, and my interests shall be their interests from now on." "But your profits?" asked the wise man, with a queer smile. "My profits shall be the joy that comes from giving others work, from resting weary hands, from helping my brother as I find him needing help." "And do you really mean that, henceforth, you will find joy and recompense in the service of your brother?" "As God lives, I do," said the rich man. "Then your lessons are finished. There is nothing more to learn, for he who serves his brother serves God, and, wherever he may toil, receives a dividend more valuable than gold and more lasting than the uplifted hills."

How Mr. Egan Uses Character Chats

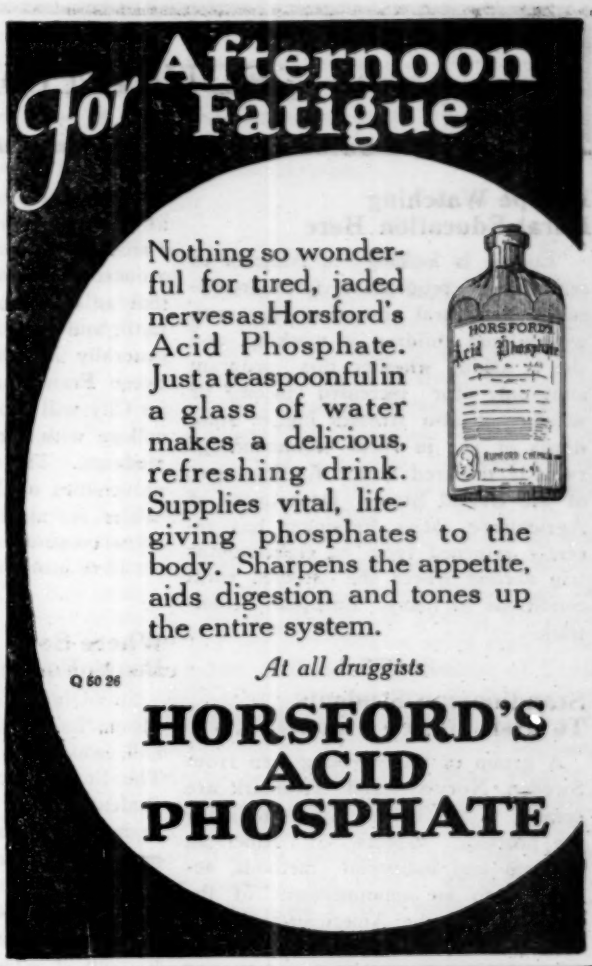
Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!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EDUCATION IN ACTION

Europe Watching Rural Education Here

"Europe is looking to America to see how our program of farm organization and rural education for men, women and children is working, and she is asking whether this program aims only for increased income or whether it also stresses higher standards of life in rural communities," recently declared Grace E. Frysinger, of the United States Department of Agriculture. Miss Frysinger has recently returned from an eight-months trip abroad where she studied rural conditions in many European countries.

Scandinavian Students To Visit United States

A group of thirty young men from Sweden, Norway and Denmark are coming to the United States to study the practical aspects of American business and industrial methods, according to an announcement of the trustees of the American-Scandinavian Foundation. With the collaboration of commercial, industrial, and financial concerns in this country, the Foundation has developed a plan to enable these students to see American business from the inside, and thus to satisfy what is said to be an almost universal wish of young men beginning commercial careers in the Scandinavian countries. It is also said that this is the first time that any such group of foreign students have been brought officially to this country for practical study of economic affairs here.

Favor College Military Training

Heads of more than seventy land-grant state universities, colleges and other educational institutions in convention recently in Washington, took a stand in favor of military instruction as an essential element of collegiate education. They declared that those who oppose "military education in our colleges, are opposing the least military method of keeping their nation from a state of utter defencelessness."

Britain to Have Paris College

The foundation of a British Institute in Paris was the possibility mentioned by the Prince of Wales at the recent inauguration of the Canadian Hostel at University City, on the outskirts of Paris. The greatest interest has been aroused in France, for it is realized that an educational link between the Latin and Anglo-Saxon cultures would generally improve the relations between France and England. University City will soon see erected a British college with accommodations for 300 students.. The co-operation of all the universities of England, Scotland and Wales is already assured, and the great corporations of law, music and art have promised help.

Where Song Beats Football

St. Olaf College at Northfield, Minn., has just opened a new music hall, which has been "built by song." The St. Olaf choir, a body of sixty students which makes annual tours, earns money for the college, and has provided the funds for the music hall. At St. Olaf the choir is the thing. Candidates for the football team sometimes give up their athletic ambitions to join it. The organization seldom fails to earn from $12,000 to $30,000 for the school music fund each year.

Vassar College Girls Abandoning Bobbed Hair

Vassar College girls are abandoning bobbed hair in all its forms and returning to long tresses as fast as nature permits. The change in hairdressing style amounts almost to a stampede, according to the beauty shops catering to the college trade, and, while there are some who declare that they always will cling to the mannish cut, the swing back to braids is sweeping. Hairdressers are lamenting this trend, for bobs require frequent trimming and business has been exceptionally good. They attribute the sudden shift to the impression among the girls that the bob is too "common."

"Medical Domination" Vigorously Opposed

A united front for the "freedom of the child from medical domination" is presented by the Public School Protective League of Los Angeles, it was announced at its annual session. Complete removal of compulsory vaccination from the state was the goal placed before the organization by its president, Judge Douglas L. Edmonds. At the present time in California all parents desiring exemption of their children from vaccination may secure this by signing exemption cards. This extends only through grammar and high schools, however, the State University "still making vaccination the price of education." But with the league's aim of final removal of compulsory vaccination, the hope was expressed that this would be taken care of in time, and "progress" was already reported along these lines.

Yale to Raise Professors' Pay

President James Rowland Angell of Yale University declared that the $20,000,000 endowment fund is to go wholly for teaching and research work. To fail in the drive which alone will make better salaries possible, would mean that Yale would have to drop out of the front rank among universities, he stated. The endowment will have a single purpose: To provide income which will permit Yale to raise professors' salaries to a more adequate level, and in other ways to better inner facilities of the university, "intangible perhaps, but more vital to the real life of the institution than any building, however imposing and fine."

Russia Strives To Be Literate

Hope for constructive progress in Russia's future was expressed by Professor Charles E. Merriam, chairman of the department of political science at the University of Chicago. He spent last summer in Europe studying conditions there. He reported that Russia is striving to achieve literacy by 1930, and that notable progress is being made toward this goal, boys and girls and men and women working diligently.

Level Women's Colleges, Oxford Union Demands

Reflecting the feeling against the enormous growth in the number of women students, the Oxford Union Society, by a vote of 223 to 198, adopted a motion that "the women's colleges of this university should be leveled to the ground." The union is the debating society of students, of which many of England's leading men have been presidents. Its votes carry no operative effect.

Dr. Taylor Honored By 1,200 Teachers

Twelve hundred teachers of the public schools of New York City were present recently at a testimonial luncheon to Dr. Joseph S. Taylor, district superintendent, in celebration of his seventieth birthday. For more than fifty years Dr. Taylor has served in the public school system of New York City and for the last twenty-four years as district superintendent. He will retire from active duty next January. A gold watch was presented to Dr. Taylor by the teachers. Tributes to his distinguished service in the cause of education were made by several leading educators of New York City.

School Pupils' Savings Grow

More than $20,000,000 was banked by the school children of the United States in the last school year, a sum representing the deposits of more than 4,000,000 boys and girls, eighty per cent. of the total enrollment in the 11,371 schools where savings systems have been instituted. Net savings for the year amounted to almost $9,000,000 and balances totaled $32,000,000 according to official reports. These figures present a new high total for school savings, deposits last year being twenty per cent. more than the year before and net savings showing a 12.7 per cent. increase. The number of schools with savings systems increased 11.8 per cent., it is reported, and the number of pupils participating 18.5 per cent. The fact that the size of the savings group has increased more rapidly than the enrollment in the schools is taken to indicate growing popularity of school banking in general, especially where it has been in effect long enough for pupils to understand it.

School Histories Called Inaccurate

Lieutenant Colonel Thomas J. Dickson, who was senior combat chaplain with the American forces in France during the World War, has issued a critique on American school histories, in which he charged that many of them contain gross inaccuracies in dealing with the World War. "I have read about fifty-two American school histories on file in the Congressional Library," said Colonel Dickson, "also in the Bureau of Education and other places in Washington and vicinity. All have serious errors of omission and commission. Some of these school histories are ridiculous, absurd and stupid. Unless our histories are immediately corrected, our pretensions, unwitting or otherwise, doom us to become the laughing-stock of the world." In his statement he quotes typical extracts from school histories to which he takes exception.

Put Study First, Social Pursuits Last

Some of the leading women's colleges of the East frown upon young women who wish to tread the primrose path of social entertainment at the expense of intellectual activities. Responding to a query, the heads of five institutions said that while social activities properly have a place in the life of their students, the official attitude is that intellectual pursuits should constitute the main purpose of the student bodies. In general the heads of women's colleges agree with President William Allan Neilson of Smith College. He recently told the students that Smith College was not going to be turned into "a centre of engaging social life with a few duties to give a kind of relish to a perpetual holiday," and asserted he was going to insist that the "intellectual life here shall be the main life, even if we have to dispense with a large number of admirable and effective persons."

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TREND OF THE TIMES

Sesqui Closes Owing $6,000,000

The Sesquicentennial Exposition, which has cost Philadelphia more than $20,000,000, closed November 30 following a belated observance of Connecticut Day. Of the 1,000 employees, 900 lost their jobs, 100 being retained through December. A proposal for continued operation next summer was withdrawn at a meeting of the directors. City Comptroller Hadley is wrestling with the problem of unpaid bills for the Sesqui, amounting thus far to $5,224,100, with more coming, enough, according to officials, to bring the total well over $6,000,000. It is proposed to have the city appropriate another $5,000,000, which would bring the city's total grants to approximately $17,000,000, exclusive of the $3,000,000 subscribed by business firms and individuals.

This President Gets $115 Yearly Salary

Pere Fout Altimir, the president of Andorra, the oldest and smallest republic in the world, gets a yearly salary equivalent to about $115. Lying high up in the Pyrenees between France and Spain, Andorra has preserved its feudal character for more than a thousand years. The president, a man of fifty-five, tall and rugged, is a peasant and cattle owner first and a statesman afterward. He is progressive, but must move slowly among a people who cling suspiciously to a policy of splendid isolation. There are no journals or newspapers in Andorra. When the railroad was built from the Spanish frontier the whole country was up in arms against this devilish and revolutionary change, President Altimir said. They lay down on the track and wept long and copiously. The president doubts the practical value of the League of Nations, but thinks the delegates can have a good time at Geneva.

Production Hits New High Record

The Federal Reserve Board reports that industrial production in the United States is at a record high level. The volume of activity has been higher every month this year than in 1925 or 1924. Moreover, the board declares, statistics showed consumers were maintaining the demand for this record output with the purchasing power of industrial workers and farmers alike higher than last year. The English coal strike was assigned as the cause of the domestic mining increase, while the recent drop in cotton and wool prices was said to have stimulated the textile manufacturers.

Would Pay Debts for Recognition

A recent dispatch from Moscow declared that the Soviet government is prepared to make substantial concessions toward repaying the old Russian debts to the United States in exchange for American recognition. Negotiations, it was predicted, would probably be opened soon and confidence prevails in influential quarters that restoration of normal political and economic relations between the Soviet Republic and America will follow in the near future. There has been no indication in recent statements by American administration leaders that the State Department's Russian policy would be changed. Failure of Russia to fund the debts of the former government has been one of the chief obstacles to American recognition.

Great Future Seen For Fused Quartz

It was scarcely two years ago that the General Electric Company's laboratories told of a startling discovery that fused quartz could be utilized in place of glass with many advantages not possessed by the latter substance. Disks of this quartz have recently been made by the bureau of standards which were within two ten-millionths of an inch of being perfectly flat. The disks are used in checking the accuracy of optical lenses for calibrating, and in instruments that measure curvature. The advantage of the quartz over glass disks is apparent in the fact that the precision has been increased more than 500 per cent. It has been stated by some scientists that the new substance, when it has been fully developed, will deeply affect every individual in the country. People will live in glass houses and there will be no stone throwing. The glass houses of the future may not be attractive from an aesthetic point of view, but they will be possessed of remarkable health-giving qualities. Almost anything is conceivable in view of the latent powers of quartz, it is said. Radio that will transmit pictures as well as words and music, unthought of advances in the art of photography; ultra violet rays potent enough to cure many stubborn diseases, all will be commonplace. To the layman the most amazing fact about fused quartz is its capacity for carrying light rays around curves and corners.

Leases River For Fishing

The Maharajah of Alwar, one of the wealthiest potentates of India, has leased a river in Ireland for the fishing season. During the period of the lease every fish in the stream, large and small, is at the exclusive disposal of the Oriental fisherman. He will leave Ireland for Scotland, where he has rented a deer forest for the hunting season.

Women Are Displaying New Inventive Genius

A marked increase in the number of patents granted to women for mechanical inventions in recent years is disclosed in an analysis of the Patent Office records. Before the Civil War the patents granted to women numbered less than half a dozen a year. About 500 patents a year now are granted to women. The number of patents granted to men is seventy times as many as to women, but the striking fact in the records is that the percentage increase in patents to women from decade to decade has exceeded that of patents to men by as much as 300 per cent. in some years. Most women's inventions are household devices, but they include also agricultural machinery, hospital equipment, manufacturing equipment throughout the range of fifty industries from coal mining to submarine explosives, chemicals and artificial fuels.

Art Now Bought By Easy Payments

Art by easy payments is the new slogan of artists in London, which the Faculty of Arts is now making public. Furnishing one's picture gallery on the installment plan is the novel method this organization has adopted to promote sales of its members' work. The slump in the market for pictures has led to the introduction of a scheme by which paintings can be purchased by installments through the faculty, which stands responsible to the artist for the full amount.

The BOOK TABLE

THE PATH OF LEARNING. Essays on Education Selected by Henry W. Holmes, dean of Graduate School of Harvard, and Burton P. Fowler, Wilmington, Delaware. Cloth. 470 pages. Boston: Little, Brown and Company.

These twenty-five "Essays on Education" are really a monument to the educational leadership in progressive education of the Atlantic Monthly, the only non-professional magazine that has succeeded in commanding the respect of school men for a term of years. Practically every magazine has made a more or less heroic effort to make an educational impression, but the Atlantic Monthly is the only one that has made a notable success of the venture, and it is important that these twenty-five essays have been selected and published with pedagogical setting which will perpetuate their influence.

THE JUNIOR HIGH SCHOOL. By William A. Smith, University of California, Southern Branch. Cloth. 478 pages. New York: The Macmillan Company.

There is no likelihood that books on the Junior High School will lack for readers so long as there are new points of view and new criticisms to be answered. W. A. Smith assumes that the Junior High School is an integral part of the movement which has as its aim the remaking of the American public school system. The author has read extensively along the line of constructive suggestion as well as critical discussion, and quotes elaborately.

JUST TEN MINUTES. A Health Story. By Eleanor Glendower Griffith. Illustrated by Jessie Gillespie. Atlanta, Georgia: Smith, Hammond and Company.

The story has all the charm that the best of fairy stories always have. Start in the story anywhere and you will read on to the end and then you will be so fascinated that you will go back and start at the beginning. The emphasis in every chapter is some important health lesson. It is a child's book. The fairy story will stay by the child indefinitely and he can never think of the story without having the health feature in the forefront. There is all the thrill of the unknown and the unexpected. The purpose is never thrust at the reader. It looks as if the wrong was going to win until the right thing, which here is always the health lesson, flashes like a rainbow after the tempest.

Professor C. E. Turner of the Massachusetts Institute of Technology says of the book: "Miss Griffith has the spirit and imagination of the true story teller. In carefully chosen words and skilfully painted scenes she has told a story which the children love and which leaves behind the proper attitude and stimulus toward the formation of simple, desirable, but often neglected habits of healthful living."

THE ART OF CONTEMPLATION. Translated from the Catalan of Ramón Lull, with an introductory essay, by E. Allison Peers, Gilmour Professor of Spanish in the University of Liverpool. Cloth. 117 pages. New York: The Macmillan Company.

Since the lamented death of James Fitzmaurice-Kelly, Professor E. Allison Peers, who succeeded Fitzmaurice-Kelly as Gilmour Professor at Liverpool, has been recognized generally as the leading British Hispanist. His studies of Spanish and French Romanticism, his recent book on Spanish Mysticism, his labors in developing the teaching and study of Spanish in Great Britain, especially through the "Bulletin of Spanish Studies" and through the preparation of textbooks, are evidences not only of an active scholarly interest, but also of a real enthusiasm for things Spanish. He is a sympathetic interpreter of medieval culture as well. We have had previous indications of his admiration for Ramón Lull—Raymond Lully, or Lulli, or whatever form of the name one may prefer—in the excellent translation of "The Book of the Lover and Beloved," published a year or so ago. Both the earlier book and the present one are parts of Lull's prose romance "Blanquerna," which Mr. Peers promises to translate in full some day. "The Art of Contemplation" is a treatise on religious meditation, in which this famous thirteenth-century scholar, mystic, and martyr discourses on the virtues of God, on the Unity and Trinity, the Incarnation, the Commandments, the Sacraments, the Lord's Prayer, on virtues and vices. One can only compare this little book, with its profound religious devotion, its simple yet beautiful language, its clear thinking from its premises, with such a classic as "The Imitation of Christ" of Thomas à Kempis, with which it deserves to rank. We are greatly indebted to Mr. Peers for this first English translation of a work so important in the study of medieval life and thought.

DESCRIPTIVE AND NARRATIVE PROJECTS. By D. Davis Farrington, Hunter College, of the City of New York. Cloth. 305 pages. New York: Thomas Y. Crowell Company.

The project scheme of the day is used by the author for intensifying the student's interest in real things in the real life he is living, presents description and narration as phases of life-experience lifted into the college classroom for their cultural and practical values. As soon as they are seen to be part of the actual equipment for the business and professional life of the everyday man, the study and practice of composition become matters of adjustment to environment in the mind of the student; as soon as they are correlated to other subjects of the curriculum, their content is enriched.

The author uses the project method. It seizes for its subject matter upon the interests and activities of the student, the college, and the community, and utilizes them as problems to be thought out and executed. It presents subject

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matter not as past-collected knowledge, dissected, preserved, and handed down; but present-day questions, open, vital, pressing. It puts the student in the shoes of the man who first faces and solves the problem, or who has to repeat the process in the course of his activities.

FIRST COURSE IN GERMAN. By Joseph E. A. Alexis, Ph.D., professor of Modern Languages, and Andrew D. Schrag, Ph.D., formerly associate professor of German, University of Nebraska. Fourth Edition. Cloth. 381 pages. Rock Island, Illinois: Augustana Book Concern.

This is a thoroughly modern beginners' German book by two experienced and progressive teachers. It has had a remarkable success during its comparatively short life, three editions having been exhausted. Practical from start to finish, the book shows a real knowledge of American classroom problems—a statement which can not be made of all textbooks in modern foreign languages. There are seventy lessons in the book, of which the first forty-nine cover the fundamentals of grammar, the remaining lessons serving for review purposes and for the discussion of minor points. Frequent reviews are provided. In the first forty-nine lessons Roman type is used, the German letters not being introduced until lesson fifty, by which time the student will have become familiar with a considerable number of words and will therefore find the German characters less confusing. Anyone who has taught a class of beginners in German knows what a stumbling block the German alphabet can be, and will rejoice in the pedagogical good sense displayed by the authors in postponing the difficulty until the pupil has had an opportunity to develop an interest in the language. The exercises of each lesson consist of grammar questions, substitution and drill exercises, and questions for conversation. For the convenience of those who desire to use them, a series of seventy English exercises for translation into German is provided. The usual appendix of inflected forms, vocabularies, and an index are included. The introduction on pronunciation is unusually full and well done. We predict for the volume an increasing success.

FAMOUS ENGLISH BOOKS AND THEIR STORIES. By Amy Cruse, author of "English Literature Through the Ages." Cloth. Illustrated. 284 pages. New York: Thomas Y. Crowell Company.

The author's purpose is to emphasize certain high points of English literature. In a series of chapters she takes up some of the most famous books, telling how they were written, and giving other local color which the ordinary survey of literature does not attempt. In the opening chapter on "Beowulf," for example, she tells among other interesting facts how this rare old book escaped destruction. The single copy of the original is now in the shape of a small parchment book of 140 pages, its edges scorched by fire. It is written in monkish script, and dates back perhaps as far as the seventh century. Next is taken up "The Vision of Piers Plowman," the work of an unknown author who has since been identified as William Langland.

The above is the method followed for some twenty-five subjects, including "The Canterbury Tales," "Wyclif's Bible," "The Faerie Queene," "Paradise Lost," "Pilgrim's Progress," "Vicar of Wakefield," "Endymion," and others down to the "Idylls of the King." The material is almost equally divided between prose and poetry, even "Johnson's Dictionary" coming in for an interesting discussion. It is valuable in being a new and refreshing approach to a subject which is too often merely a mass of names and dates.

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GRINS BETWEEN GRINDS

Lots of Things

"Ann, I hear you're sick."

"Yes, the doctor says I have the kleptomania."

"What are you doing for it?"

"Oh, I take things for it."—Harvard Lampoon.

Our Suffering Language

Teacher—"Use 'statue' in a sentence."

Abie—"Ven I came in last night mine pappa says: 'Statue, Abie?'"

Of Course Not

Physics Student (to prostrate professor who has stumbled over a stone)—"Did you fall?"

Professor—"How utterly imbecilic! Of course not! My body possessing motion produced an impact with a stationary solid substance, which by the law of inertia resisted the force applied to it and destroyed my equilibrium. So not being able to defy or break the law of gravitation, I succumbed to the inevitable and assumed this horizontal position."

And What's Mother's

Daughter—"Father, what is your birthstone?"

Father—"My dear, I'm not sure, but I think it's a grindstone."

Aren't Cashiers Mean?

Mrs. Youngbride — "Jack, those banks are frauds. Didn't you tell me that they would lend money on notes?"

Husband—"Certainly, dear."

Mrs. Youngbride — "Well, they won't. I took those lovely ones you wrote to me before we were married, and the cashier read them and laughed, but he wouldn't let me have a cent on them."

How Many?

Judge (to Italian seeking citizenship)—"Don't know how many stars there are in the American flag? Well, you're not very smart, are you?"

Italian—"Well, judge, maybe you ain't so smart, either; tell me—how many banan' in one bunch?"

Hardly

Little Esther was witnessing for the first time a cat carrying a kitten by the nape of the neck. Running up, she gave the cat a good shake, then said: "You're not fit to be a mother. You're hardly fit to be a father!"

Exceeding Instructions

"Mama," sobbed Willie, "do my ears belong to my neck or face?"

"Why, what's the matter?"

"Well, you told Mary to wash my face, and she's washing my ears, too!"—Stray Stories.

It Pays to Advertise

Teacher—"Take four out of five and what do you have, Tommy?"

Tommy—"Pyorrhea, ma'am."—Life.

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READING—INTERPRETATION—EXPRESSION

A prominent supervisor was recently appointed to the faculty of a large eastern university, where she has charge of the grade work in the department of education. Last week we had the following letter from her:—

"Dear Mr. Cobb:

Will you please send to me eight copies of **Pathways**, and one copy each of **Arlo, Clematis, Anita, Allspice, Dan's Boy.**

We have none of your books here, and of course I want them. I shall buy group sets as I can afford to do so."

This professor had used the books in different cities. She does not want to work without them. Do you have sets in your school?

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ALLSPICE	.55	ANITA	.65
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BY BERTHA B. AND ERNEST COBB

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NEWTON UPPER FALLS, MASS.

Meetings To Be Held

DECEMBER.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

When Teacher Needs a Book in Boston

She gets it. Miss Elizabeth Burrage, librarian of the Administration Library of the Boston School Committee, describes the process in an article in Primary Education—Popular Educator. We quote a paragraph:—

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EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS AND NURSES, 1926

BOSTON PUBLIC SCHOOLS: Examinations of candidates for certificates of qualification to serve as teachers and nurses in the public schools of Boston will be held in The Teachers College of the City of Boston, Huntington avenue, near The Fenway, during the week of the Christmas vacation, beginning TUESDAY, December 28, 1926.

Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon street, Boston.

ELLEN M. CRONIN,
Secretary, School Committee.

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